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JOURNAL OF EDUCATION

FEBRUARY 6, 1933

Save the Schools *with Books*

AN EDITORIAL

A Day at Rugby

JOHN D. BROOKS

What Are the "Fads and Frills"?

W. H. PILLSBURY

Have Faith in Education

BARTON MORGAN

Fitting Youth to Meet Surprises

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JOURNAL OF EDUCATION

ALBERT E. WINSHIP and ANSON W. BELDING
Editors

ISOBEL R. LAY
Managing Editor

Table of Contents

FEBRUARY 6, 1933

EDITORIALS:—
SAVE THE SCHOOLS WITH BOOKS 59
The Times Demand Economy 59
Textbooks Took the Brunt 59
The Facts Emerge 59
A Comparatively Small Item 60
Some Teachers Poorly Advised 60
Book Prices Never Inflated 60
The Child's Other Teacher 60
If Teaching Is Deficient 61
High Cost of Retardation 61
Dirty Books a Triple Menace 61
Needs of the New Era 61

A DAY AT RUGBY 62
By John D. Brooks

WHAT ARE THE "FADS AND FRILLS"? 64
By W. H. Pillsbury

THEY SAY 65

HAVE FAITH IN EDUCATION 66
By Barton Morgan

FITTING YOUTH TO MEET SURPRISES 67
By G. S. Hansen

ACHIEVEMENT IN PLATOON SCHOOLS 68
By Byron C. Kirby

THE SCHOOL FORUM 72
By S. Monroe Graves

THE CITIZENS' CONFERENCE 74

BOOK TABLE 76

THE NEWS DIGEST 77

GRINS BETWEEN GRINDS 80

THE MINNEAPOLIS PROGRAM 81

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A sort of mental aberration has befallen the country on the subject of school books. The strange notion has arisen that these are a luxury. Our Editors have been considerably aroused over the prevalence of this mistaken attitude and the false conceptions of economy on which it is based. Hence the devoting of several pages at the front of this number to an editorial, "Save the Schools With Books."

•

A second glimpse of English education comes to our readers in the article, "A Day at Rugby," by the author of "The Schools of Penzance." A note at the head of the article conveys the sad news that John D. Brooks has ceased his inspiring labors.

•

Possibly the article by Supt. Howard Pillsbury should have been captioned "What are NOT 'Fads and Frills'?" — but no matter. His defence of certain newer elements in education is as strong as it is concise.

•

American statesmen have invariably recognized the broad dissemination of knowledge to be absolutely essential to the welfare and preservation of the country. Mr. Barton Morgan, Iowa State Teachers College, has gathered a few of the most striking pronouncements along that line in "Have Faith in Education."

•

Can the schools really do more to equip their students to meet new situations? Supt. G. S. Hansen believes they can, as he writes of "Fitting Youth to Meet Surprises."

•

Principal Byron Kirby has put the measuring rod to platoon schools to see whether they really do accomplish the things which are claimed for them. He shares his findings in the article, "Achievements in Platoon Schools."

•

The present issue contains a report of the Citizens' Conference on Education, held in Washington under White House auspices (page 74), also a summary of the Minneapolis program (page 81).

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, Editors
ISOBEL R. LAY, Managing Editor

Save the Schools *with Books*

AN EDITORIAL

The Times Demand Economy

All true educators welcome the present opportunity to take account of values. They are willing to revise school budgets to whatever extent this can be done safely; that is, without permanent harm to the schools or injury to those now in attendance.

SO MUCH must be said at the outset of this discussion, lest any one imagine that this is to be a stand-pat presentation of arguments against proper economies. The times are undeniably critical. People are carrying heavy burdens. Demands for economy in the administration of schools are not necessarily caused by hostility to the schools. Politicians, to be sure, are in some cases attacking the schools to divert attention from their own sins of wastefulness and graft. But in the main, the demand for economy in education is sincere and friendly.

The public has not lost faith in its schools. It merely wants everything done that can be done, safely and sanely, to reduce expenses.

Nor will the public seek to dictate how and where the reductions shall be made, provided the school authorities themselves volunteer to perform the task. The task is obviously one for skilled hands only. The superintendent is the one person upon whom the responsibility chiefly rests. He should be given full authority to work out details of the economy program, and he should utilize every ounce of leadership he possesses to guard the real interests of the pupils.

Since childhood will not wait, education cannot be suspended or postponed. Communities that are solicitous for the children of today—the citizens of tomorrow—will wish the revision of school budgets to be made cautiously and wisely.

• •

Textbooks Took the Brunt

First attempts at economy in school costs were naturally somewhat hasty and unscientific. Textbooks were singled out for specially drastic treatment.

Textbooks were out in front where everybody could see them. They were a visible feature of school expense. The citizen wondered if they were not costing a lot of money. Aspiring politicians selected schoolbooks as a theme for economy harangues. Books were not able to protest.

Even to school authorities it seemed possible to postpone part of the usual expenditure for books without serious detriment. Books which would ordinarily have been discarded after several years of service could be made to go a little longer.

So the book item was not only pared—it was slashed. In many schools it was halved. In others, replacements were almost completely halted.

Such a policy was clearly not the result of careful deliberation. It was a first reaction to the idea that depression had hit or was about to hit the public schools.

• •

The Facts Emerge

Later and more scientific appraisals of school costs have put the textbook item in a different light. Today it is perceived that textbooks are educationally important beyond all comparison with their extremely modest cost.

The schoolbook author and the schoolbook publisher have a mission and a message more imperatively needed now than at any previous period of the world's history.

Yet the textbook business since 1928 has fallen off more than fifty per cent. — a fact which gives some indication of the grave danger to which school children have been subjected in this crisis.

Candidates for public office—would-be-mayors, councilmen, legislators and even governors—have boasted of the savings they could accomplish in education. In many instances these political aspirants have promised to save the taxpayers enormous sums on school books. Thus, a Chicago mayoral candidate pledged himself to save the city a million dollars a year on textbooks—a sum larger than that city was ever known to spend for textbooks in a year. Similar promises have been swallowed by voters elsewhere because they were not informed of the facts.

A Comparatively Small Item

Textbooks, where these are furnished by the school district, consume less than two cents of the school dollar. If all public expenditures for textbooks were completely omitted, over 98 per cent. of school costs would remain unaffected.

In 1913, textbooks cost 2.7 cents of the school dollar. By 1928, the textbook ratio had dwindled to 1.6 cents per dollar of school expenditure.

America's luxury bill of 1928—for soft drinks, candy, chewing gum, ice cream, tobacco, movies, and the like—was $6,402,000,000. This *was 128 times as much* as the total expenditure, public and private, that year for school books.

The period from 1913 to 1928 was, as everybody knows, an era of great expansion in the public schools. Increasing enrollments, particularly in high schools, necessitated new and larger buildings. Total costs of public education mounted rapidly. Expenditures for textbooks failed to keep pace with other rising costs.

During this expansion period elementary school enrollments increased 21 per cent. High school enrollments increased 225 per cent. Total costs of education were multiplied by four. But the sum spent for textbooks was multiplied by only two and one-half.

Remember that the chief growth of registrations occurred in the high schools. These, with their advanced studies and broadened programs, cost more to operate than the elementary schools. A high school student needs more than twice as many books as an elementary pupil. High school texts are larger and cost more to produce.

It sounds big to say: "Our schools have saved fifty per cent. on books," as some persons in authority have proudly declared. Knowledge of the plain facts would convince any citizen that such cutting is little more than a gesture of economy; and if his knowledge goes deep enough he will perceive that the gesture has been a costly one for the boys and girls.

• •

Some Teachers Poorly Advised

Teachers in some school systems have been told that if they will save money on books and supplies for their classes, their own salaries may not be cut.

How far the suggestion of this unworthy motive has actually influenced teachers is matter for speculation. But the notion that any possible reduction in the textbook item could stave off a salary cut, if one impended, is too ridiculous for words.

When salary cuts are made, they go far deeper than the amount that can be saved even by the most frantic efforts to do without books.

Teachers who have been misled into thinking there was a direct relation between the book item and the avoidance of salary reductions have simply failed to use their common sense. And in neglecting to demand the books required for their pupils, they have allowed their own task to become needlessly difficult.

Teachers know full well the importance of proper books for study and for reference. They know that, with larger classes, individual students must receive less personal attention. An adequate supply of the right sort of books is imperatively needed.

Teachers should express their minds more freely about the need of proper tools to work with.

• •

Book Prices Never Inflated

Textbook prices have been kept down by the keenest kind of competition. Charges that there is a "textbook trust" are utterly absurd, as any schoolman knows who has witnessed the many-sided rivalry whenever a new book is to be adopted.

Total textbook sales of a little over $49,000,000 in 1928 were divided among sixty different publishers.

Book prices did not soar along with almost all other commodity prices in the after-war period.

Textbook prices have remained remarkably low despite higher costs of many elements entering into their manufacture. Editorial expenses have in many cases doubled. Paper, print and bindings have improved. More attention has been paid to illustrations and to general attractiveness.

Contracts with states and cities, signed when books were adopted, have tended to stabilize textbook prices.

A dollar buys a great deal more in a textbook than in a book purchased from a bookstore. Textbook publishers invite comparisons even with the prices quoted on government bulletins, printed in the government printing office and supplied to the public at approximate cost.

Nothing that the schools require today is so inexpensive as the textbook, even when judged by purely material standards. When the instructional worth of a well-prepared textbook is considered, the value looms still larger.

• •

The Child's Other Teacher

The pupil, who has a good teacher and a good textbook, has TWO good teachers, each supplementing the other.

Back of every good textbook is some one who understands the subject matter and how to present it to the mind of the learner. Not only writers of textbooks but editors as well are versed in the techniques of teaching.

Books of today are not mere collections of facts to be memorized. They are dynamos of ideas.

They start currents of thought. They submit problems for the mind to grapple with. They invite attention, concentration and self-directed action.

Sometimes what the teacher says goes in one ear and out the other. The textbook enlists the eyes and may succeed where oral instruction fails.

• •

If Teaching Is Deficient

The only thing that can in any degree make up for poor teaching, where this exists, is a good textbook.

A high school girl recently remarked that she didn't mind studying her lessons at home or in school study periods, but she hated to waste so much time in recitations. Here was a tribute to the importance of the textbook.

Only the most gifted teacher can teach successfully without a textbook. Usually such a teacher, if he attempts to dispense with textbooks, refers his pupils to several books instead of one.

• •

High Cost of Retardation

If the lack of suitable textbooks causes one member of a class to fall behind and repeat the year's work, the cost to the taxpayers is more than if new, clean books had been furnished the entire class.

There are enough failures in the ordinary course of events without putting extra drag-weights upon the slow child. And repeaters are a real expense of no small proportions. Their presence in a student body lowers morale and slows down progress. The ideal school has every member moving forward, none slipping backward—a condition impossible even to approximate where there is serious deficiency in the supply of books.

• •

Dirty Books a Triple Menace

Many of the textbooks handed out to pupils nowadays are so battered and dirty as to be a disgrace to civilization. They menace health. They dull the aesthetic sensibilities. And they create a serious distaste for reading.

Modern schools have abandoned the tin dipper for the individual drinking cup or fountain. Great pains have been taken to train pupils in health habits. Of what use are clean hands and clean cups if textbooks are covered with grease and germs?

A thoughtful parent had this peril in mind when he wrote to a newspaper:—

> "If parents examine any of the textbooks their children bring home, they will readily discern a condition that may prove very costly. The books used in our schools are in deplorable condition. The grease, dirt, finger marks and general filth on them are jeopardizing the life of every school child.
>
> "Unless this dangerous condition is soon remedied by purchasing new, clean books, I predict an epidemic that will cost the lives of numerous children. There is no better way to communicate disease than through germ-laden books.
>
> "Economy, where art thou?"

• •

Publishers have done much in recent years to convey impressions of beauty through typography, pictures, presswork, paper and bindings. How they have achieved all this without appreciable increment of prices, has been something of a miracle.

The æsthetic argument was employed to justify lavish expenditures for marble halls and architectural embellishments. Yet for downright power to cultivate a sense of beauty in the mind of the boy or girl, the well-designed textbook—provided it be clean—is unsurpassed by the finest schoolhouse. The book which a child studies is virtually his whole environment during the time he spends in its perusal. Æsthetic influences may seem relatively unimportant in critical times like the present. But beauty is one of the best weapons to fight off cynicism.

• •

The world which our graduates will enter is one which will be marked by a greater amount of leisure and the necessity for frequent readjustments to new tasks.

Nothing tends to make leisure hours so profitable or so joyous as a habit of reading good books. Is the pupil whose ideas of books have been formed from enforced study of frayed and filthy manuals—is such a pupil in a fair way to gain a liking for books or will he loathe them? In many cases the pupil's attitude toward books is going to remain what it becomes in school, today and now.

Not only books, but a fondness for books and a skill in using them for self-development, are absolute essentials of any education that is to equip for life in an age of continual change and growing complexity.

• •

Needs of the New Era

Schools were never so important to civilization as they are today. And books were never so important to schools.

Never in all history were books so much needed as today. They are signposts pointing the way of progress to baffled and perplexed minds. They are reservoirs of knowledge and understanding. They make the individual heir of all the ages, and they inform him of his heritage and something of how he may use it.

The textbook is the key that unlocks literature,

science and the arts. The human spirit can no more lift itself without books than the bird without wings—and the opening of the mind to books begins with the textbook.

Books are the world's best treasure house of intellectual riches. Shall the child learn to despise and to ignore such riches or to desire and obtain them?

The verdict rests with the schools and all who sponsor and support them.

• •

Wise economy demands a decently clean, carefully chosen, modern textbook for every child in every subject. Anything less than this is cheating the child today and storing up trouble for tomorrow.

A Day at Rugby

By JOHN D. BROOKS

RUGBY'S headmaster, P. H. B. Lyon, greeted us cordially. He showed us his office with some pride. It was just the same as when his great predecessor, Thomas Arnold, had occupied it nearly one hundred years before.

One is at Rugby but a short time before he realizes that the whole atmosphere of the school is permeated and dominated by three great personalities or ideals. Aside from these the site and grounds of the school are nothing, the buildings and equipment are nothing, but when glorified and sanctified through these three great traditions they make Rugby the educational shrine or Mecca that it now is.

Thomas Arnold died at the early age of forty-seven years, yet his memory and his ideals are such that the centre and shrine of Rugby is the marble slab in the floor in front of the chancel which marks his last resting place.

Thomas Arnold sat in a plain kitchen chair, and taught at a kitchen table, now carefully preserved in the school museum, yet his magnificent personality, his enthusiasm for knowledge and teaching found its perfect response in the lives and characters of hundreds of Rugby boys who sat under him.

The second ideal or personality dominating Rugby is that of the typical, manly English school boy as personified by "Tom Brown" or in reality the author, Thomas Hughes, himself. When we were shown Rugby we were really shown "Tom Brown's" study: the door still split and battered where he and Harry East barricaded themselves against Flashman; the same grate in the dining room where little Arthur was roasted till he fainted in agony rather than fag for a fifth-form bully; the playing field, and even the hand of the great clock (also carefully preserved in the museum) with the name of Hughes still visible on it as it was scratched the night he and East made the foolhardy climb up the wall of the great clock tower for this purpose.

Our readers will regret to learn that Professor Brooks, visiting Europe on sabbatical absence from Wilson College (Chambersburg, Pa.), died suddenly in Florence, Italy, on January 6. The accompanying article was mailed to us a few days before his death.

It was just forty-six years since I, as a lad of twelve, had read "Tom Brown at Rugby," yet the minutest details, long since out of conscious memory, came flooding back to me as the actual scenes were pointed out. "Didn't they stretch Arthur's trousers tight to intensify his agony when he was roasted at the dining hall grate?" "Hadn't Tadpole lost one shoe when he, Tom and East debated outside Arnold's door as to which one would show the most presentable front when they appealed to him for excuse for returning criminally late from 'Hare and Hounds'?" These details were verified by the master.

Have the manly ideals of Tom Brown and Thomas Arnold been as permanent in my character as were these incidents in my memory? I hope so. I recalled with gratitude the old schoolmaster who had lent me this book when books were a much prized rarity. Any teacher who brings a pupil into sympathetic acquaintance with a good book makes that pupil forever after very deeply his debtor. "The thoughts of youth are long, long thoughts."

The third great ideal that dominates Rugby is that of brave patriotic service. The world's heroes on its battlefields have been mere youth. The only effective resistance to General Scott's invasion of Mexico was at the storming of Chapultepec, when almost the entire youth of the military academy died in its defence. The boys of Virginia

Military Institute, Stonewall Jackson's old school, similarly sacrificed themselves in resisting one of the Federal invasions of the Shenandoah Valley.

The master led us reverently to the beautiful chapel erected in memory of the 682 Rugby boys who died in the Great War. Their names are chiseled on the interior of the marble walls. In a glass drawer is a beautifully bound book. It contains pictures of each youth and the opposite page a short sketch of his life and military service. I was never so impressed with the horror and tragedy of war. On one side a radiant, youthful face —on the other the melancholy record that, often at the age of nineteen or twenty, he had died in France or Belgium or the Dardanelles or some other wretched battlefield of the late war. The master's eyes were dim as he closed the book.

"This chapel cost 20,000 pounds," he said. "Mercersburg, a boys' school similar to this, seventeen miles from my home, has built a memorial chapel, too, costing just the same sum, $800,000." "Just ten times ours," the master corrected. I could have bitten my tongue for introducing such a discourteous comparison.

As I passed out of the old chapel, I tried to construe an ancient Greek text above the door. I recalled that Tom Brown when he entered the school as a lad of eleven tried this no more successfully than did I. Yet I had studied Greek four years. Possibly my study has had disciplinary value, yet one is shocked by such incidents occasionally into questioning any actual value for the whole thing.

"In this door-way Dr. Arnold stood on the night of the famous fight between Tom Brown and Slogger Williams and told young Brooke that the fight must be stopped." The master added an interesting sequel to this story. In 1899 when the marble statue of Thomas Hughes was dedicated at the school, two old clergymen over eighty years of the Church of England were present. In conversation, they learned that they had both been members of the school at the same time in the '30's, and had both lived in the schoolhouse. "We surely must have known each other then. What is the name?" One was Orlebar, the Tom Brown of the fight, and the other was his opponent, Slogger Williams or in reality, Owen Jones. Thomas Hughes had been Orlebar's second in this fight.

Rugby is made up of ten schools or houses each with a master in charge. The pupils are chosen for each house by the master as the result of comprehensive examinations held simultaneously throughout Great Britain. The entering age is around thirteen-and-a-half years. The stay is approximately five years. Most of the graduates enter the universities, but many go directly into business.

•

What upstanding splendid fellows they were, each wearing his little cap banded with different colors to distinguish his form and house. Their dress was a pleasing contrast to the ridiculous caricatures in black evening clothes and high silk hats I saw loitering about Eton, or the flowing black gowns and mortar boards I saw at Chelmsford and elsewhere. These all are picked youth, and represent the very best that Britain affords. There are about forty such schools, called peculiarly enough "public schools," though they are strictly private classical schools, and vary greatly in age, endowment and traditions. Eton is the largest, having over 1,200 pupils enrolled and probably the oldest, founded a century or more before America was discovered.

What trifling peccadillos, or accidents, often immortalize a school boy. On the Rugby playing field is a granite marker stating that in 1823 William Webb Ellis, with a fine disregard of rules, seized the football in his arms and ran across the goal line. In this way the great game of modern football, as we know it in American colleges, was born. Along the schoolhouse hall at Rugby was fastened the top of a great oak study table. I asked the master why it was preserved there. He pointed to the names of Orlebar (the hero of the fight) and Thomas Hughes cut deeply into the surface. Probably the boys were soundly caned for marring good school furniture, but now the table is preserved as a lasting memorial of them.

In Cambridge University Museum I saw a door carefully preserved that had a large and a small hole cut in it. When Sir Isaac Newton was a student there, he was annoyed by having to rise and open his door to let his pet cat and her kitten in and out; so he cut the large hole for the cat and the small hole for her kitten. This particular piece of idiocy of probably England's greatest thinker is carefully treasured.

Just across the quadrangle from the door of Newton's room are four marble figures surmounting the facade at the edge of the roof, representing the four ancient divisions of college learning. Lord Byron is remembered there as a student because one night he climbed to the roof and draped each figure with a graduation cap and gown. "And to think," said the guide, "they refused to bury him in Westminster Abbey, yet buried Henry the Eighth there." The guide was wrong, I found later the tomb of Henry VIII was at Windsor, and not in Westminster.

We left the old school with a sigh. We felt it one of the most virile, hopeful and inspiring things in old England. That afternoon we followed Tom Brown across country, past Banbury Cross, to Oxford, where we shall revisit him presently.

What Are the "Fads and Frills"?

By W. H. PILLSBURY
Superintendent, Schenectady, New York

An address delivered on the air may be too good to be left there. This one — from one of those popular broadcasts, "Our American Schools," put out by the National Broadcasting Company — was decidedly of that sort. Some of the "fads and frills," it would seem, are helping to stabilize civilization in this restless age.

THERE is an insistent demand today for the elimination of fads and frills from our schools. What is a "fad" or a "frill"? The answer, undoubtedly, varies with the times and the background of the speaker. In 1633 reading and writing were fads and frills. One could carry on the simple life of the early colonies very well without them. There were few books and no newspapers, and one's mark served for the signing of legal documents. In 1733 arithmetic was a fad. It was considered a most difficult subject, one which few pupils could hope to study successfully and few teachers teach. In fact, a reputation as an "arithmeticer" constituted an open door to teaching preferment. In 1833 geography and history were fads. In 1933, what is a fad? While it is difficult for the average critic to give a definite answer to this question, he usually has in mind anything which was not taught in the school which he attended; in other words, to him all the changes of modern education are fads and frills.

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And which of the 1933 fads and frills would our critics eliminate? There is probably no part of school work which the man on the street attacks more savagely in this time of economic stress than the supervisory force. To him this is the "fad and frill" par excellence. This may seem strange in view of the fact that the overhead in school work for administration and supervision has never been as great as that in business. But the man on the street argues that the teacher who has gone through a training school is fully prepared for all the duties and responsibilities involved in teaching and for all time to come, and that the additional expense for supervision is, therefore, an entirely unnecessary burden on the already overburdened taxpayer.

Nothing could be further from the truth. The normal school, like every other professional school, can only lay the foundation and a large part of the teacher's training must always take place on the job. In this work of training the teacher in service the school must depend primarily on the supervisor, and even if this were not true there would still be a crying need for the work of the supervisor to assist as an expert in the construction and continuous revision of the curriculum, to act as a clearing house between schools so that each may profit by the fruitful experimentation of the other and to co-ordinate the work between schools so that there shall not be too great a loss as the pupils shift from one school to another.

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The library is cited as one of the unwarranted elements of cost in the modern school. The traditional school conceived of education primarily as a matter of training the memory. For this purpose the student was given a single text whose statements he was expected to accept without question and memorize in preparation for an examination. The modern school is much more interested in training the pupil to think. For this purpose a single text will not suffice. He must read widely, learn where and how to secure his facts, and what to do with them after he gets them in the solution of the problems with which he is confronted. With this conception of education, the library becomes an absolute necessity. In fact, it may be called the heart of the school. But libraries cost money. Shall we then return to the memory type of learning?

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The whole field of health, including nurse service, medical examination, orthopedic work, dental service, physical training, and mental hygiene, is under fire. The exigencies of city life make this one of the most essential functions of the school. It will profit little to fill our children's heads with facts until they become walking encyclopedias, if through the lack of those knowledges, habits, and attitudes essential to the maintenance of physical fitness they shall become burdens to themselves and liabilities to society. Health instruction costs money, but can we afford to do without it?

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The education of handicapped children, physical, mental, and moral, in small classes adds to the cost of education. But for these the traditional form of education has very little indeed to offer. Unless they can be given special work fitted to their needs, they are destined to become social menaces. Special class instruction, on the other hand, gives them an opportunity to become self-supporting, self-respecting members of their community, turning them from liabilities into

assets to society. Shall we balance our budget at their expense?

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Perhaps the activities of the school next to supervision most frequently attacked as "fads and frills" are art and music. Yet never were the problems of a wise use of leisure time so acute as at present, and these problems are destined to increase in magnitude with the inevitable increase in leisure. The creation of leisure without a corresponding provision for the resourceful use of that leisure is filled with dynamite. A love for good literature, music, and art is our best defence against the misuse of this increasing leisure. They do add slightly to the cost of education, but can we safely eliminate them?

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Vocational education — home economics and industrial arts — also add to the cost of education, but for a large proportion of our children they represent the most valuable activity and materials of learning that the schools have yet devised. If we believe, as the traditional school does, that it is important through our college preparatory courses to keep open the road to the professions for the comparatively small number who can profit by such training, then surely any democratic theory of education makes it equally imperative that the great mass of students who are destined to occupations involving the use of the hands should have equal opportunity for preparation for their vocations. There are a wealth of studies showing the close connection between the lack of a trade and a career of crime. Can we safely take the chance involved in dumping these children into the scrap heap?

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That the schools of today have been made real and vital factors in the life of the child is due largely to these same "fads and frills." The old days, when to the child school seemed a purely artificial, deadly dull, and dreary place, have passed away. No longer does the child, as the cartoonist would have us believe, drag his lagging steps to school, hoping that the old building would burn down or the teacher get married or have some other catastrophe happen to her so he wouldn't have to go. That probably is a true picture of the traditional school as the cartoonist knew it when he was a child, but not the school of today. Every mother knows that whenever the child has a contagious disease and the doctor decides he must stay out of school for a couple of weeks, she is going to have a battle on her hands to keep him there. The child who does not like to attend the modern school is exceedingly rare.

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The schools of today with their "fads and frills" are the most important stabilizing influence we have in the community. Every thoughtful citizen has been amazed during this period of depression at the almost negligible amount of lawlessness and disorder. While this is due to many causes, much of the credit for the high morale of our people in this time of economic distress belongs to those very "fads and frills" which have enabled the school to function in a truly educational fashion in the lives of its pupils. Upon these so-called "fads," much more than upon traditional subjects, important as they are, this country must depend for the attitude of its citizens toward their community life and their responsibilities.

It may well be questioned whether many of those activities which have found their way into the curriculum in response to the needs of the twentieth century are not much more necessary to sound education today and have not, therefore, a much greater right to continuance in the curriculum than some of those which came in response to the needs of the seventeenth century when social conditions were very different.

They Say

HAMILTON HOLT, President, Rollins College, Florida:—

"The lecture system is a process by which the contents of the professor's notebook are transferred by means of a fountain pen to the student's notebook, without having passed through the brain of either. As for recitation, if anything is to be learned, it is the student who should question the teacher, not the teacher the student. Did anyone ever get an education by being a sponge?"

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ARTHUR B. MOEHLMAN, Professor of School Administration, University of Michigan:—

"While the three R's were adequate for a rural and frontier economy they are today merely tools which the child may use in other essential fields of instruction. If we desire to produce a generation able to cope with the intricate problems confronting it, we cannot afford to neglect the health activity, the social studies, the exact sciences, on which our industrial culture rests, the fine arts, or vocational fields."

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GLENN FRANK, President, University of Wisconsin:—

"By all means let us stop waste. But let us be sure that it is real waste that we are stopping. Real economy may mean national salvation. Bogus economy may mean national suicide."

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ARTHUR H. CHAMBERLAIN, Secretary, California Association for Education in Thrift and Conservation:—

"The schools belong to all the people, and should, in the interest of the pupils, be exempt from all political influences. Legislators, lawmakers, boards of education should, in their efforts to secure economy, seek the advice of all community interests."

Have Faith in Education

By BARTON MORGAN
Iowa State Teachers College

During the months immediately ahead many of you may experience discouraging things. You may see the fruits of your labor apparently spoiled; you may be misunderstood and undervalued; you may even have your economic heads cut off. You may even hear yourselves spoken of as parasites and education as a useless frill.

Regardless of the disappointments and the knocks which come your way, you should keep up your courage and your faith in education. I am passing on to you one of the things which heartens me most. This is a list of expressions on education made by great leaders in thought and action. The best heads are on our side. Listen to this famous roll call.

George Washington — Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it should be enlightened.

Thomas Jefferson — If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be.

John Adams — Laws for the liberal education of youth . . . are so extremely wise and useful that, to a humane and generous mind, no expense for this purpose would be thought extravagant.

James Madison — Knowledge will forever govern ignorance; and a people who mean to be their governors must arm themselves with the power which knowledge gives.

Horace Mann — The common school is the greatest discovery ever made by man. Other social organizations are curative and remedial; this is a preventive and an antidote. They come to heal diseases and wounds; this, to make the physical and moral frame invulnerable to them.

Abraham Lincoln — I view it (education) as the most important subject which we as a people can be engaged in.

James A. Garfield — Next in importance to freedom and justice is popular education, without which neither justice nor freedom can be permanently maintained.

Woodrow Wilson — Without popular education, moreover, no government which rests on popular action can long endure.

Theodore Roosevelt — You teachers — and it is a mere truism to say this — you teachers make the whole world your debtor, and of you it can be said, as it can be said of no other profession save the profession of the ministers of the gospel themselves, if you teachers did not do your work well, this Republic would not outlast the span of a generation.

Franklin D. Roosevelt — We have faith in education as the foundation of democratic government. . . . Our schools need the appreciation and cooperation of all those who depend upon them for the education of our youth — the state's most valuable asset. Our schools are today enabling America to achieve great results, and they can help her to even greater accomplishments.

Fitting Youth to Meet Surprises

By G. S. HANSEN
Superintendent, Safford, Arizona

SOCIAL life is dynamic in its every aspect and consequently it is not possible to give specific preparation for meeting definite situations which are to arise at some future time. We cannot project our minds sufficiently far into the future to determine just what social conditions will maintain at any time materially in advance of the immediate future. If it were possible to foresee coming conditions we would not find ourselves in the social, economic or political predicaments that occur. If specific prognosis is not possible it is hardly fitting to say that we can train our youth in those actual activities in which they will engage during the adult years of their lives. To realize that education did not accomplish this in the past, we have but to realize how little preparation we received that has been of any assistance in avoiding our present social and economic problems.

Had education been able to anticipate the results of these various social activities, the present depression would have been avoided; crime and disregard for law would have been largely averted; our problems concerning the liquor traffic would have been mastered before they arose and there would not be the concern as to how we are to extract ourselves from the slough in which we are floundering.

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We are at the present time, have been in the past, and will in the future be everlastingly facing "surprise" situations. It appears that "shocks" are in the regular order of things, and that one of our great educational functions is to train the coming generations to act as social shock absorbers in order that they might meet and control these surprise situations that our social structure may be altered as needed without wreckage, providing for reconstruction without destruction. Our educational program should recognize that economic and social situations are precarious. There is no means of really determining if, when, or what the change will be, though we fully realize that a changed economic situation reflects itself in a changed social situation, or at least in a change in social thinking.

"The task of changing the curriculum either as to material to be taught or the method of arousing the learning activity is a serious one. There is a tendency to assume that a new activity inaugurated or the application of new methods of teaching indicates progress. It is quite possible that such an attitude is seriously in error and such innovations may prove disastrous and produce results not conducive to social progress."

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Since we are constantly facing new and continually changing situations our philosophy must be founded upon the idea of a dynamic program, on a living, growing life rather than a life fully matured. Our aim ought to be the training for a life of activity, a life for good and wholesome growth. "The good life is one of activity of the varied capacities of the person so managed as to continue and increase such activity, both individual and shared, in the self and in others. We seek the maximum development of each in relation to all, each as an end in himself and never as a means merely."

Instead of simplifying the task confronting the school, the idea of the constantly changing social problem tends to complicate the situation especially as to what shall or shall not be taught and what shall be a basis upon which to found a curriculum. The problem presents itself as to what studies or activities shall be included and which shall be excluded; what may be the criteria for proceeding with any particular activity.

It is possible that some activities should be participated in by all pupils, other activities by a portion of the pupils. The problem naturally arises as to which activities shall be for all, and which for some. In other terms, what activities shall be compulsory and what shall be optional. Fortunately we are not left entirely without guidance in this matter, some light being given in much of the modern educational literature.

There is certainly no cause for failing to include those fundamental processes or activities that have proved themselves of value, not merely because of having a traditional justification, but because they have been almost of constant value in assisting mankind in his economic, political and other social activities. If it were not for these fundamentals upon which to build, there would be little hope for progress. These form the starting point for our advancement. We find these fundamentals in our Mother Tongue, our Science, our Mathematics, our Social Science. We need to include these activities because nothing has been found worthy of displacing the valuable tools they have to offer. These fundamentals will provide the major portion of the compulsory activities in which all will participate.

The optional activity included is selected with the full assumption that it can be of value primarily to selected groups or individuals. "Each will have a particular value for a particular person, having a particular biological and educational background, at particular times, under particular situations, and to prepare for a particular future." Furthermore such an activity must have greater value to a sufficiently large number of persons to warrant its inclusion in preference to some other activity striving for a place in our educational procedures, or which it strives to displace, and at the same time properly integrate with the other activities in the attempt to change society for the better.

The task of changing the curriculum either as to material to be taught or the method of arousing the learning activity is a serious one. There is a tendency to assume that a new activity inaugurated or the application of new methods of teaching indicates progress. It is quite possible that such an attitude is seriously in error and such innovations may prove disastrous and produce results not conducive to social progress.

The big job of our educational program is to create attitudes for social progress based upon a substantial educational foundation. Whatever is to be done, and when a change is contemplated, action should not proceed without justification.

Achievement in Platoon Schools

By BYRON C. KIRBY, Ph. D.

Principal, Oliver Platoon School, South Bend, Indiana

THE first platoon school in America was organized in Bluffton, Indiana, in 1900. Today there are 1,068 schools of this type located in 202 cities representing forty-one different states. Such a growth, in view of the conservative attitude taken by the public towards education, indicates that the platoon organization appeals to many patrons and school officials, that it fulfills a need in education and that it is efficient. However, this increase has not been without opposition. School administrators and patrons in many cities have opposed the introduction of the platoon organization because they consider it expensive and inefficient; because they believe it possesses no inherent advantages over the non-platoon plan.

Problem.—Theory and philosophy are essential to progress; opinion, if properly formulated, is an important element in achievement, yet it is necessary to check these from time to time against actual results in order to maintain perspective, symmetry, efficiency. The purpose of this study is to create such a check; to discover whether there is any correlation between the philosophical claims made for the platoon school and the actual results achieved in it. More specifically, the problem is to find what effect the platoon and non-platoon types of organization have on achievement (1) in attendance, (2) in maintaining normal weight, (3) in the per cent. of promotions, and (4) in spelling, arithmetic and reading.

"In the systems studied the platoon schools surpassed the traditional units in achievement in spelling, arithmetic, and reading."

Method.—The general plan of the study centres around comparing the achievement made in platoon schools with that made in the same buildings when they were operating on the non-platoon basis. However, in the case of academic results the achievement in the new type units, as a group, is compared with that in traditional units as a group.

Data were secured from seventy platoon schools, located in eleven cities, through the agency of questionnaires or the aid of individuals who lived within the respective cities. The following points received careful attention: (1) statistics were taken from schools which have been in operation on the platoon basis four years or more; (2) of these schools, only those which had previously operated on the non-platoon basis for at least four years were considered; (3) no school has been included in the study unless it has the same principal that it had before reorganization; and (4) every platoon school that meets these requirements, in each city from which data were taken, is included in the study.

The study relative to academic achievement is limited to six school systems; and in those systems, to spelling, arithmetic and reading. This is because it is difficult, for the following

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reasons, to secure data: (1) in many systems no attempt is made to measure achievement; (2) generally, achievement is not measured systematically in all grades; (3) in many systems where it is measured it is not systematically recorded or filed; (4) individual systems do not use the same tests from year to year; and (5) various systems use different tests.

A uniform basis for comparison is secured through using the per cent. to indicate the ratio existing between the number in the class who attained the standard median and the total number in the group. Thus, if in a group of forty pupils thirty attain the median, the score for the group is seventy-five. In case the old type examination is used it is assumed that eighty is the standard median.

Analysis. — Attendance. The data indicate that (1) some school cities maintain a high standard of attendance and others, a low standard; (2) in thirty-nine cases the average per cent. of attendance for the four-year period after the schools were organized on the platoon basis increased; in two it remained the same, and in twenty-nine it decreased; (3) the per cent. of attendance in the individual schools studied does not vary greatly from year to year; and (4) in seven of the eleven school cities studied the platoon units, as a group, showed a higher per cent. of attendance for the school year 1929-1930 than did the traditional.

Maintaining Normal Weight. Statistics in this connection indicate that (1) the per cent. of underweights in some school cities tends to be uniformly high and in others, low; (2) in thirty-four schools the average per cent. of underweights for the four-year period decreased after the schools were organized on the platoon basis, in fifteen it remained the same, and in twenty it increased; (3) in forty cases the per cent of underweights was lower the fourth than it was the first year after reorganization: in eighteen it was the same, and in twelve it was higher; and (4) in six of the eleven school cities studied, the platoon units, as a group, showed a lower average per cent. of underweights for the school year 1929-30 than did the traditional.

Per Cent. of Promotions. Data pertaining to this part of the study show that: (1) the per cent. of promotions in some school cities is consistently higher than in others; (2) in twenty-nine cases the average per cent. of promotions for the four-year period immediately after the schools were organized on the platoon basis increased; in ten it remained the same; and in thirty-one it decreased; (3) in fifty-one cases the per cent. of promotions was higher the fourth than it was the first year after reorganization; in two it was the same, and in seventeen it was lower; (4) in seven systems, the average per cent. of promotions for the year 1929-1930 was higher in the platoon than in the traditional schools; in four, it was higher in the traditional schools.

Academic Achievement. In spelling the study shows that (1) the average in platoon schools has increased in five out of six systems studied; for the non-platoon, in three out of six; (2) the total average points gained by all platoon schools is twelve, by non-platoon, five; and (3) the total points by which platoon schools excel non-platoon is fifteen.

The statistics in arithmetic indicate that (1) the average for the platoon schools has increased in three out of six systems studied; for the traditional, in two out of six; (2) the total average points gained by all platoon schools is four, by traditional, three; (3) the total average points by which platoon schools excel non-platoon is eleven.

In reading the results are as follows: (1) the average for platoon schools has increased in five out of six systems; (2) the total average points gained by all platoon schools is 25; by non-platoon, four; (3) the total number of average points by which platoon schools excel non-platoon forty-eight.

Conclusion. — The statistics presented here indicate that in the cities studied (1) the per cent. of attendance tends to be higher for platoon than for traditional schools; (2) the per cent of attendance increases in schools after they are organized on the platoon basis; (3) the per cent. of children maintaining normal weights tends to be higher in platoon than in traditional schools; (4) the per cent. of underweights tends to decrease in schools after they are organized on the platoon basis; (5) the number of schools in which the per cent. of promotions decreased, during the first year after reorganization, is greater than the number in which it increased. However, the data show that fifty-one of the schools had a higher per cent. of promotions the fourth than they had the first year after the change. Furthermore, in seven school systems, the average per cent. of promotions is higher in the platoon than in the traditional schools; and (6) in the systems studied the platoon schools surpass the traditional units in achievement in spelling, arithmetic and reading.

These results indicate that if the platoon school is properly organized and administered it not only provides for an enriched curriculum but that, in addition, it lays the foundation for superior achievement in attendance, health and academic activities.

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Who Spilled the Ink?

"SOMEBODY has thrown ink on the corridor floor." This was the statement made by a pupil from Miss Doe's room in the Bishop School. The person to whom the remark was made was Miss Borris, principal of the Bishop School. He had, as he made the statement, looked up at Miss Borris with a certain air of bravado, as if to say: "Now, you find out, *if you can*, Miss Borris, who did it."

Miss Borris, however, was indeed quite likely to find out who the culprit had been because she, according to her own statements, never left a stone unturned in discovering the "perpetrators of crime" and in administering very summary punishments. In this particular instance, however, she was destined to a more baffling investigation than she ever before had undertaken. First of all she asked her informer—Jim Landis—if he had done it himself. Jim opened wide his big, brown eyes, and said: "Why, Miss Borris, do you suppose that I would have done a thing like that?" and "Besides, Miss Borris," he added, "if I actually had done it, would I have been the first to tell you about it? No, Miss Borris, of course I didn't do it. I wouldn't do a mean thing like that anyway. You know I wouldn't, don't you, Miss Borris?" Whereupon the principal really did have to admit that probably Jim would not have done such a mean thing, for the ink was not only spilled in one spot but evidently had been scattered deliberately along quite a distance through the long, narrow corridor.

At 1.30 o'clock the school gong echoed through the building announcing, by its three strokes, an assembly period for the entire school. All sixteen teachers, from the first grade through the eighth, in the building promptly, upon hearing the signal, marshaled their children into double lines, and at the second "bell," marched quietly into the assembly hall.

When all the pupils had been seated Miss Borris stepped to the edge of the platform, and said that she could not believe that the children in her school would do what had been done in the main corridor of the building. "The matter really is a disgrace for the school," she said. "And, of course," she added, "the boy or girl who spilled the ink will come to my office after assembly and tell me all about the matter."

After assembly, however, no one appeared at Miss Borris' office, and the principal was thoroughly perturbed at having her authority flouted in so open a manner. She therefore began summoning certain individuals from different classrooms in the school with the purpose of discovering the real facts. As each child submitted to the grilling and yet gave no information regarding the ink, Miss Borris became much disgusted with the situation and finally sent a note around to all the teachers to the effect that everybody in the school would remain after the closing bell until some one should tell who spilled the ink.

The last bell sounded. The pupils remained in their seats. The first five minutes passed easily because the interest in a different situation held the attention and the detention had not yet become irksome. As the stay approached a half-hour, however, the situation became uneasy, and the children began to shuffle in their seats. At the end of thirty-five minutes, three pupils in the eighth grade room asked their room teacher if they might go to Miss Borris' office. They were given permission, and somewhat hesitatingly approached Miss Borris, who was seated at her desk. "Miss Borris," one of the boys began, "we know who spilled the ink, but we can't tell because it wouldn't be right." "Very well, then," answered Miss Borris, "you say that you know who did it, but that you won't tell who it is. You three may remain one hour after school every day this week or until you do tell who did it."

The school was dismissed and the three pupils were kept after school the next day and the next until finally the parents of the three children being kept came to the school, and asked why the children were not allowed to go home when the other children went. Miss Borris answered the parents very firmly that the discipline of the school must not be disturbed in such a manner as it had been disturbed, and then she showed the inky corridor to the parents.

The parents asked if the other children in the building also did not perhaps know who spilled the ink. Miss Borris had to admit that that probably was true. Then said the parents: "Why should our children be punished when trying to help their classmates out of a predicament?" The principal's answer was that: "The school represents a social community and a community requires co-operation both in

An Independent Investigation

was made on his own initiative by the Principal of a large High School in a city of over 100,000 population—during 1931-32. The following is taken direct from his report:

"PROBLEM — To determine the value of Book Covers as a protection to books issued to students for their individual use.

REASONS FOR THE STUDY — The cost of supplying free textbooks to students is a large item in school costs. If any device will make the books last longer and be more sanitary it should receive consideration.

PROCEDURE FOR MAKING THE STUDY — Two hundred new biology textbooks were included in the experiment. One hundred were covered with Holden Book Covers and one hundred were not covered. The covered books are listed as the experimental group and books without covers as the control group. All books used in this experiment were marked on the inside of the front cover. The experimental group was stamped with a large E and the control group with a large C. These special marks made it possible to identify the books through the three semesters.

AT THE CLOSE of the first semester three teachers working individually examined all books and made a report on the condition of each book. Their reports were combined as average scores. At the beginning of the second and third semesters the experimental books were re-covered with new covers of the same type as used the first semester and both groups issued to students again. The same teachers examined the books at the close of the second and third semesters and made a report on each book both times.

CONCLUSION — The average of the records made by the three teachers indicates that it is valuable to have books covered which are used by the students for their use. The attitude of the students seemed to favor the covered books as the covers were new and there was no feeling that they had a book that was dirty due to carelessness of a student who formerly used the book.

TO INTERPRET THE VALUE OF BOOK COVERS for books that cost $1.00 the above indicates that the covers would be worth 5c per book during the first semester, 20½c the second semester and 14c the third semester. Since the covers cost only a few cents each it seems that it would result in a decrease in school costs to have all books covered with new covers each semester."

THIS IMPARTIAL INVESTIGATION PROVES

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work and in management," and that she as principal, when the three pupils had admitted that they knew who spilled the ink, had had to make a choice between keeping the three pupils or keeping the entire school.

The parents' answer to this statement was that: "It still seems to be unfair to the three pupils." Later the matter was taken up in teachers' meeting, and the following questions were asked:—

Question 1—Should children be required to tattle on one another?

Answer—This question was answered by a teacher of several years' experience, who made the statement that there is a difference between *reporting* a happening which has to do with the general welfare of the entire school or a large portion of the school, and mere *tattling*, which is simply a *would-be-mischievous informing* to put one pupil up and to put another pupil down in the estimation of his teacher or of his other classmates, whereas *reporting* is for the common good of all, and should be encouraged.

Question 2—Should the entire student membership be kept after school under the circumstances depicted?

Answer—The answer given by all the sixteen teachers in the building, with two exceptions, was emphatically "No," the explanation being given that such procedure only serves to aggravate the situation without curing it.

Question 3—Another question which was asked was an open forum question, viz., "What would you have done under similar circumstances?"

Answer—My answer is very simple and perhaps you would answer it differently. I would have mentioned the matter in a regular assembly, not in a special assembly. I would have given a brief talk on the fine condition of the school building, which, working all together, we wish as a school always to maintain. Perhaps I might even have invited an able pupil to give a similar talk and then to suggest that we all go to work immediately to clean up the ink in the corridor which some one of course *accidentally* had spilled.

Comment

(a) If a pupil attempts merely to *tattle* regarding another pupil for personal reasons, such behavior is very undesirable and should be discouraged.

(b) If a hazard for the school can be lessened or discontinued by *reporting* a condition which may involve actually giving the name of a pupil, then reporting is desirable and should be encouraged.

Please give your own reaction to the problem here presented.

The Citizens' Conference

PRESIDENT HOOVER'S conference on the Crisis in Education met in Washington, January 5 and 6, and quickly set to work under the inspiration of Mr. Hoover's opening address.

The heart of his message was:—

"There is no safety for our republic without the education of our youth. That is the first charge upon all citizens and local governments."

Seventy delegates and advisory experts represented the following organizations which accepted the invitation to participate in this conference: The American Council on Education; the American Farm Bureau Federation; American Federation of Labor; National Association of Manufacturers; and the National Grange.

Federal loans to public school systems in states unable to maintain "reasonable standards" of education because of the depression were urged by the Conference. Looking beyond the present emergency, the conference suggested that all governments, national, state, and community, direct their attention to the immediate revision of taxation systems. With the support of the farm organization representatives, and several educators, the Conference adopted a resolution that "immediate efforts should be made through the raising of the general level of commodity prices, and correction of serious economic maladjustments, and otherwise, to increase the volume of income and purchasing power, and thus to provide the moneys necessary for a proper educational program."

A committee on organization and operation of instruction headed by Superintendent Frank Cody of Detroit recommended that the length of the school year be not shortened; that the teaching load be not increased beyond the ability of the individual teacher to offer a reasonable standard of instruction to each pupil; that the size of classes in special subjects, such as art, music, etc., be made as large as that of the average academic class; and that all other possible economies in school costs should be effected before a readjustment of teachers' salaries is made.

Among other proposals approved by the Conference were:—

The educational service should be accorded a high degree of priority in determining the purposes and services which shall be supported by the states during a depression.

The major wastes should be prevented through the elimination of control and interference by

JOURNAL OF EDUCATION DIRECTORY
OF SCHOOL EQUIPMENT AND SERVICES

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politicians, of political appointments and of political corruption.

Local governments and local school districts should be reorganized and consolidated.

Administrative control of the schools must be centralized in the superintendent.

State administrative organization of education must be reorganized through the creation of a non-political and professional agency for the administration of the educational policies of the state. The state must assume the responsibility within its means of assuring adequate public education to all local communities, irrespective of their financial condition.

Hon. Ray Lyman Wilbur, Secretary of the Interior, closed the conference with a declaration that leaders and the public must take an aggressive attitude for the schools. "It is a matter of fighting," he said, "and there is no better thing to fight for than the American school child."

BOOK TABLE

ART AND NATURE APPRECIATION. By George H. Opdyke, M.A., Ph.D. Foreword by Everett V. Meeks, Dean of the School of the Fine Arts, Yale University. Introductory Note by Charles Butler, Chairman of the Committee on Art Education of the American Institute of Architects. New York: The Macmillan Company.

This book approaches art appreciation not by the usual system of "art history and criticism" but by training the eye to observe and developing in the reader the ability to judge and enjoy art directly, through personal analysis, rather than indirectly through the analysis of others.

Art should be learned like other languages by first becoming familiar with its "vocabulary" (the esthetic elements such as line, color, light and dark), and its "grammar" (the principles of art). Then by practice one becomes able to read art in terms of art, to read art *esthetically*, as does the artist, and not only to read one art, but all the arts, for the same elements and principles run through them all; and to read Nature esthetically, too, for Nature's beauty is based on these same elements and principles.

Mr. Opdyke shows the beginner *what* to look for, *where* and *how* to look, until finally through intelligent observation he arrives at intelligent appreciation; he demonstrates also that it is possible for any intelligent reader to enjoy each step of the journey.

USING ENGLISH. Book Two. By Luella B. Cook, Central High School, Minneapolis. Cloth. xii + 594 pp. Illustrated. New York City: Harcourt, Brace and Company.

The boys and girls had a large part in writing this English textbook for the later years of the high school. Mrs. Cook says that "many students of the past two years have submitted patiently and interestedly to the many experiments conducted in the interest of this textbook." The illustrative examples of student writing—essays, stories, and plays, as well as innumerable short passages—are from the Minneapolis Central High School classes.

Practically everything that could be desired in English work, oral and written, is contained in this book. The main topics are: "Learning to Think," "Using the Imagination," "Social Communication," "The Effective Word and the Effective Sentence," and finally a 150-page section on grammar review and correct usage, with drills and mastery tests.

The psychology underlying the book runs thus: "Before our minds can grasp an idea we must first be convinced of its importance. . . . To become thoroughly familiar with the idea, we must see it function in concrete instances. . . . Then we are ready to apply the idea to our own experience and thus make it our own."

You realize that the book is distinctive as soon as you see Fred Cooper's cartoons—and immediately you thumb through the pages, to be sure of missing none of these humorous stabs which drive home the point of the discussion.

This is a stimulating book to browse in, and one readily senses the enthusiasm which it must arouse in students. It certainly gives a liberal education in the use of the English language.

THE PICTURE BOOK OF POETRY. Compiled by Marjorie Barrows, editor of Child Life. Illustrated. Padraic Colum's Essay on Poetry and Childhood is appended. Chicago: Rand-McNally & Company.

So much has been written about children and the poetry they like that it is refreshing to find a book which has passed the acid test of approval—that of the children themselves.

"The Picture Book of Poetry," compiled by Marjorie Barrows, editor of Child Life, is the first modern anthology to be completely illustrated in color by the foremost illustrators of our day. In compiling the book Miss Barrows had but a single purpose in mind—to give children during their most impressionable years a lasting heritage of beauty.

To accomplish this, she tested the poems on her juvenile readers of Child Life. Each letter that came to her desk—and there are on the average of 1,000 a month—was carefully read to see what poems the child preferred. From these letters Miss Barrows had ample opportunity to ascertain their poetry likes and dislikes.

Some of the poets are Pulitzer-prize and Newbery-prize winners. Some are acknowledged as England's greatest poets for children. But all know boys and girls and the poetry they like best.

Older readers will appreciate Padraic Colum's essay on "Poetry and Childhood," which is appended to this volume. His fellow critics have pronounced it a masterpiece.

STANDARDS FOR HIGH SCHOOL TEACHING, METHODS AND TECHNIQUE. By Charles Everard Reeves, Elmira College, Elmira, New York. Cloth. 558 pages. New York: D. Appleton and Company.

Dr. Reeves has done much writing, all of which has appealed to us. He has done his own thinking; has been profoundly courageous; has appeared to have a forward look from several angles.

This book quite surprises us. In this comment we have in mind especially the final chapter on "How may a high school teacher secure a desirable position?"

We cannot conceive of a contract of a high school teacher containing such a clause as is here recommended: "A contract should contain a clause making it possible for either party to terminate a teacher's service by giving thirty days' notice. . . . This will make possible the discharge by the board of education without resort to legal proceedings."

There are thirty-nine ethical standards in Chapter 37, several of which are quite heroic for this age of the world. Here are a few samples:—

"Not to seek an offer elsewhere for the purpose of securing advancement in one's present position. . . . Not to enter a combination to force an increase in salaries. . . . Not to endeavor to maintain a position by complimentary press notices. . . . Not to use the profession as a steppingstone to other professions or vocations."

Dr. Reeves has the good of the children and the community always in mind, and never, so far as we can judge, considers his personal or professional interest in any of his writings. This gives the "Standards for High School Teaching, Methods and Technique" high significance.

Books Received

"Psychiatry in Education." By V. V. Anderson. New York: Harper & Brothers.

"Major Units in the Social Studies." By Waddell, Seeds and White. New York: The John Day Company.

"I Want to Be a Good American Citizen" and Teachers Manual. By Nina Dungan.—"Takamere and Tonhon." By A. W. Arnett. Chicago: Beckley-Cardy Company.

"Students' Handbook of Archery." By Phillip Rounsevelle. New York: A. S. Barnes and Company.

Golden Key Series: "Macaulay's Life of Johnson." Edited by A. P. Walker.—"Cooper's Last of the Mohicans." Edited by Crowther.—"Milton's Select Poems." Edited by Walker.—"Scott's Quentin Durward." Edited by Brewster. Boston: D. C. Heath and Company.

"Higher Levels." By Walker, Bartels and Marye.—"Adventures." By Walker and Bartels.—"Eastward Ho!" By Walker and Marye.—"Using English." Book 2. By Luella B. Cook.—"Trail Gires." By Walker, Bartels and Marye. New York: Harcourt, Brace & Co.

"Hamlet." By William Shakespeare. Text and notes by Joseph Quincy Adams. Houghton Mifflin Company.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

Schools Approach Better Harmony with Social Order

CAMBRIDGE, Mass. — The school system of the United States has not adapted itself to social requirements and economic conditions, but has taken a backward step in the past fifty years, Professor Henry C. Morrison of the University of Chicago said in an address on "The Evolving Common School," given as the annual Inglis lecture of the Harvard graduate school of education.

"A succession of schools culminating in the college degree stands for education in the minds of most people," he said.

"If a child succeeded in surviving the eight years of elementary school he had an elementary education, although he was still ignorant of primary rudiments. Similarly, if he could stay first in high school and then in college until the authorities graduated him, he was considered educated although still intellectually infantile.

"Just as economic changes have filled the schools and in the process generated the junior high school and the junior college, so fiscal pressure must in the end force the coalescence of the several parts of the system into a single school with an entirely new kind of structure," he declared.

Thus, he said, the development of the junior high schools and colleges, as well as changes in the general method of pedagogy, were once more bringing the school and the social system into harmony.

Eighth of Population High School Graduates

WASHINGTON. — It is estimated that in 1930 there were in this country 1,694,000 living college graduates and 7,437,000 living high school graduates, the latter not having continued their education to receive college degrees. This would mean, according to a statistical bulletin of the Federal Office of Education, that there were twenty-three persons with a college degree in every 1,000 of the adult population, and 102 who had been graduated from high school but not from college. About one-eighth of the adult population in 1930 had continued their education through high school graduation or beyond.

EXPERIMENT WITH MORE COURSES

Correspondence Work Used as an Added Means of Widening High School Curriculum

BENTON HARBOR, Mich. — For nearly a decade the public schools here have been employing a system of increasing the number of courses offered which have been pointed to as worthy of "further experimentation and use" by the small-town high school.

The plan is such that if the school is not able to offer a student the specific course he needs or is interested in, it will enable him to take the course from a correspondence school, permitting him to do the work as part of his regular program and under the supervision of one of the regular high school teachers.

In this way a wide range of courses is offered. S. C. Mitchell, superintendent of schools at Benton Harbor, who originated the plan, puts the figure at about 400, as compared with about thirty courses usually available in the small high school. At least forty-six other high schools are now using the plan, and the idea has been adopted as an emergency plan to facilitate post-graduate work for former high school students who have returned for specialized training.

The idea was originally started as an experiment in salvaging apparently backward students, although also with the hope of meeting the objections of some of the students that the school was not offering the kind of training they wanted. It was found so successful in improving the performance of "problem" boys as a whole that it was put into general use.

Some 500 students have studied under the Benton Harbor correspondence department. Out of 111 who replied to a questionnaire, 60.4 per cent. had graduated from high school and 27.9 per cent. were attending college. Of twenty who had taken a correspondence course to prepare them for college entrance credits, fifteen reported that it had been satisfactory. Altogether the 111 enrolled for forty-six different courses; 61 per cent. completed courses while in high school; 8.2 per cent. completed courses since leaving high school.

Boston Will Not Reduce Salaries Of Its Teachers

BOSTON.—A flat declaration that the Boston school committee will not order a reduction in teachers' and other school department employes' salaries this year was made by members of the committee in a conference with representatives of several citizens' organizations.

"The committee feels that salaries should not be cut," was Chairman William A. Reilly's reply to suggestions that the problem of reducing the school department's 1933 budget could be most effectively solved by lowering the salary schedules.

Three other committee members, Joseph J. Hurley, Maurice J. Tobin and Dr. Charles E. Mackey, expressed opposition to salary reductions during the conference. Mrs. Elizabeth W. Pigeon, the fifth member, did not enter the discussion of the salary question.

Tobin declared that the 7 per cent. voluntary contributions for public welfare by the school employes, together with the elimination of the annual increments formerly paid, is already saving the city more money than would be the case if a flat 10 per cent. pay reduction were ordered.

Women Teachers Fight British Marital Ban

LONDON.—Women school teachers of Great Britain are revolting against the marriage ban. "The dismissal of married women teachers on grounds other than inefficiency is contrary to the best interests of education, and is an infringement upon the rights of the individual citizen," declares a resolution adopted at a conference of the National Union of Women Teachers at Newcastle-on-Tyne. "The school should reflect the outside world, which is not celibate," commented one woman. Mrs. F. E. Key, mayor of Poplar, added that the "sloppy sentimentality of hypercritical people is creating a big social problem when they treat marriage as something disgraceful, and hold that no decent child should have a teacher with a wedding ring on her finger."

CUT SCHOOL BILL

Forty-one New York Cities Will Economize

ALBANY, N. Y.—A decrease in current expenditures for education of $17,500,579 in the forty-one cities of the state, including New York City, has been reported by the New York State Teachers' Association, which undertook a survey of the school budget situation.

"This does not include nearly $2,144,786 of contributions from the members of the supervising and teaching staff in cities outside New York," the association reported. In forty cities, according to the report, capital outlay has been reduced $8,802,686 to a total of $972,355, or about ten per cent. of the outlay for 1932.

"It is apparent," the report says, "that new school construction all over the state has been halted. How long such construction can be deferred while school attendance is increased steadily is a serious problem."

The report cites the following reductions as typical of the large cuts in current expenses for schools: Amsterdam, $123,029; Binghamton, $160,303; Gloversville, $59,983; Jamestown, $110,682; Middletown, $53,290; Niagara Falls, $448,986; Rochester, $1,527,142; Schenectady, $289,905; Syracuse, $543,666; Utica, $148,813; Yonkers, $334,651.

Gazetteer Issued By Rhode Island

PROVIDENCE, R. I.—The Official Gazetteer of Rhode Island, the pioneer among similar volumes to be prepared by state geographic boards in co-operation with the United States Geographic Board, has just been published, the board announces. The purpose of the publication is to insure uniformity in the use of geographic names and their spellings on maps in publications issued by the State of Rhode Island and by all departments of the Federal Government, the Board said. The gazetteer contains the correct and the obsolete spellings of the names of all the important places and natural features in Rhode Island, some 5,000 names in all. Its preparation represents three years' labor on the part of the specialists appointed in 1926 by Governor A. J. Pothier, for the purpose of serving as a permanent official committee of advisors to the Federal Board on all questions relating to geographic nomenclature within Rhode Island, and also for the purpose of co-operating in the preparation of the gazetteer, which is now ready for distribution. Each of the 2,000 approved names found in the volume contains information as to the exact position of the place or feature named, as to the history of the place, or derivation of the name, and as to the various names and spellings used in the past, with such rejected forms and spellings cross-indexed making easy reference to the present correct names. The gazetteer may be purchased from the Superintendent of Documents, Washington, D. C., for ten cents a copy.

Eight Cities Trim School Budgets

SIOUX FALLS, S. D.—Eight of South Dakota's large cities expect to save an aggregate of more than $300,000 in the current fiscal year through trimming of school budgets. Sioux Falls, Mitchell, Yankton, Huron, Rapid City, Watertown, Aberdeen and Pierre are the cities making most drastic reductions.

Rotary Clubs Meet At Joint Luncheon

MINNEAPOLIS, Minn. — The School Masters' Rotary Club will have a joint luncheon with the Minneapolis Rotary Club Wednesday noon at 12.30 o'clock, March 1, at the Nicollet Hotel here. The organization is composed of Rotarians with classification "Education" from every section of the United States. This will be the sixteenth annual luncheon of this organization. The principal speaker will be the Hon. Floyd B. Olson, governor of Minnesota. Frank Ballou, superintendent of schools, Washington, D.C., is president, and S. T. Neveln, superintendent of schools, Austin, Minn., is secretary-treasurer. Reservation may be made by mailing a check to the secretary (75 cents a plate), and tickets will be mailed. Tickets may also be secured at the desk at registration headquarters.

Hope Hot Dog Return Will Save Day

LYNN, Mass. — The lowly hot dog ousted by dieticians from the menu of seven Lynn schools four years ago, has been restored to favor by the Lynn school committee in an attempt to save the lunch counters from bankruptcy.

After Ernest C. Stephens, assistant superintendent of schools, had reported a net loss of $1,540.70 for the first four months of the school year, it was decided to try to lure the students away from competing private hot dog stands by reintroducing the frankfort sandwich at the two senior high schools and five junior high schools.

CULTURE AVAILABLE

Rural Meetings Arranged in Pennsylvania

HARRISBURG, Pa. — The transformation of the small-town and rural school teacher from a young individual with only a smattering of education and poor background into a more rounded person with a strong interest in the problems of her profession is signalized by a change that is now taking place in the school system of Pennsylvania.

The old county institute, with its lectures, concerts, plays and other entertainments, which has long been required throughout the State as a means of inspiring teachers, is giving way to sectional meetings within each county for comparing notes on actual professional problems. The change is being made in accordance with the suggestions of Dr. James N. Rule, state superintendent of public instruction at Harrisburg.

Until recent years, explains Henry Klonower, director of the teachers' bureau department, "a youth could receive a teacher's certificate after being graduated from high school and passing the county superintendent's examination, which dealt with very elementary subjects. As these young teachers, hardly more than seventeen or eighteen years of age, had no specific training for their work, the county institute was successful to a small degree in meeting the deficiencies of the personnel, even though the program had little close relationship with the actual problems of teaching."

At the sectional meetings the program, as outlined by Mr. Klonower, is to be devoted to the art and science of teaching.

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Send for Literature: **AMERICAN EXPRESS** Travel Service, Hotel Statler Building, Park Square, Boston, Mass.

COMMUNITY PROBLEMS TACKLED IN DETROIT

ANN ARBOR, Mich. — Practical training in dealing with the problems of cities and towns, through actual surveys as well as through discussions carried on by professors and students from widely separated fields of study, is an experiment in preparing for community leadership just undertaken by the University of Michigan with the financial aid of the Earhart Foundation. It is aimed to correct the tendency among college students toward too great specialization and unfamiliarity with actual public affairs. Detroit is to be the laboratory.

"We plan to introduce the students to the sort of city and community problems they will have to face when they take up their life work and their positions as citizens," says Professor R. D. McKenzie, head of the department of sociology.

Earhart fellows are being appointed by the university to survey some real problem facing the city. Sample problems are: "The History of the Detroit City Budget in Relation to City Expansion," "Steam Railway Suburban Transportation," "The Significance of the International Boundary in the Movement of People and Products Across the Detroit River."

Supervisors Meet Next at Minneapolis

MINNEAPOLIS, Minn. — The department of supervisors and directors of instruction of the National Education Association will hold its thirteenth annual meeting February 28 to March 1, in Minneapolis. President Ernest Horn, professor of education, Iowa State University, will preside at the morning sessions. The luncheon meeting will be presided over by First Vice-President Arthur Dondineau, director of instruction, Detroit public schools. Among the speakers will be Ernest O. Melby, Northwestern University; Rudolph D. Lindquist, Ohio State University; J. B. Edmondson, University of Michigan; Mary G. Kelty, State Teachers College, Oshkosh, Wis.; Guy Stanton Ford, University of Minnesota; Isaiah Bowman, American Geographical Society, and John Dewey, Columbia University.

Pupils and Public Hear Outside Speakers

SHARON, Mass. — Believing it is valuable to pupils and public alike to hear well selected lecturers talk on timely themes, Superintendent Frank R. Page has inaugurated a course of four lectures here. Each speaker addresses the pupils at a regular assembly hour on Thursday afternoon, and appears the same evening before an audience of adults who pay $1.50 for the series of four lectures or 50 cents for a single lecture. Superintendent Page has made a specialty of arranging such lecture courses in other communities before coming to the Sharon superintendency. In fact, he has arranged more than two hundred lectures, and thus has unusual knowledge of what will interest young people and their parents, and at the same time be soundly educational. His choice of personnel for the present season—in addition to Dhan Gopal Mukerji, who had already spoken—comprised: John Mulholland, Uncle Bob Sherwood, Edward Avis and Colonel C. W. Furlong. Topics to be treated are: "Magic," "The Circus," "Birds" and "The Old West." Gopal, of course, drew upon his store of interesting material about India. The plan is to collect from the public through sale of tickets a sufficient sum to cover expenses. Pupils have a free lecture of their own by the same speaker in school hours.

Absent Teachers to Pay Their Substitutes

NEW YORK. — Public school teachers absent from duty because of illness, who receive a daily re-imbursement of one twenty-fifth of their monthly salaries, upon medical proof of their sickness, will be required hereafter to pay out of such refunds the salaries of their substitutes, previously paid by the city, according to new regulations approved by the Board of Education. The new regulations were recommended by the Board of Superintendents to be effective during the continuance of the emergency in the financial conditions of the City of New York as declared by the Legislature of the State of New York, and until the Legislature shall declare that an emergency no longer exists. It is estimated that this economy measure would result in an annual saving of about $776,000. The new rule, as applied to a high school teacher receiving the maximum salary of $4,500, would require the teacher to pay the substitute $7.50 out of the refund of $15 a day. Elementary school substitutes receive $6 a day.

Professors Get Recess for Play

COLUMBIA, Mo. — A physical recreation hour has been planned each week for all male members of the faculty at the University of Missouri. A variety of activities, including volley ball, hand ball, medicine ball and similar sports, will be played, C. L. Brewer, director of physical education, announces in a bulletin from the university.

FIGHT FOR SCHOOLS UNDER WAY IN OHIO

CLEVELAND, O.—A heroic battle is going on in Ohio against the threatened collapse of the public school system, due to overwhelming tax delinquencies. More than 50,000 public school teachers are not receiving their full salaries, and thousands of them have not been paid at all since October.

State and city teachers' federations are in the fight for increased income taxes. More fundamentally, and perhaps a little more altruistically, a new organization, the Ohio Association of Boards of Education, has passed the formative stage, and is preparing to call for a new deal on the whole philosophy of school support. Before the General Assembly, which convened in January, ends a long and potentially difficult session, it will have to wrestle over the defences now being raised by all educational organizations.

The public school revenues have declined in one year about thirty per cent. The reason for the decline, the sudden flattening of revenues from the general property tax, by which Ohio has always supported its schools as well as its government, is more alarming than the extent of the drop. It means that in every county land is being given up by owners who no longer can or will pay taxes on it.

Teacher's Microphone Works While He is Ill

SYRACUSE, N. Y.—The mountain would not go to Mahomet, and Syracuse University's 500 freshmen could not get into Dr. Albert L. Elder's hospital room if they wanted to, but they didn't get out of a chemistry lecture just because of that. Dr. Elder is recovering in University Hospital from an operation. He worried over his freshman classes falling behind in their work, so university officials set up a microphone at the professor's bedside, and placed a loud speaker in the lecture hall. The students upon assembling in the hall had their chemistry lesson from the loud speaker.

Connecticut College No Place to Reduce

NEW LONDON, Conn.—Connecticut College is no place for the girl who wants to reduce. More than seventy-five per cent. of the freshmen have gained an average of five pounds each since entering college in September, and almost seventy per cent. of the seniors are eight pounds heavier on an average than when they entered as freshmen, according to a report of Dr. Dorothea H. Scoville, the resident physician, issued recently.

Economies May Shorten Virginia School Terms

RICHMOND, Va.—Many of the county public schools in Virginia may be forced to cut their terms from nine to eight months, and, in some instances, from eight to seven months, as a result of economies in general fund appropriations ordered by Governor Pollard, according to the superintendent of public instruction, Dr. Sidney B. Hall. Under the Appropriations Act, Dr. Hall said, the schools would have received $5,414,249 from state funds during the present fiscal year, but this has been reduced to $4,602,111, a decrease of about fifteen per cent.

Tripoli Is Schooling Children of Desert

TRIPOLI, Italian North Africa.—A hundred nomad children of the Tripolitan hinterland have reluctantly come in to the special Italian school established at Hamada el Hombra on the edge of the desert. Because it is impossible for the children to return at night to their parents' tents—which seldom are in the same place twice—they live through the winter at government expense. Next June will come the first clash between civilization and wanderlust, when the pupils are restored to their families.

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Grins Between Grinds

The Forgotten Shovel

Pat O'Hara and Mike Murphy had taken jobs at a colliery. Pat one morning broke his shovel when he was down the mine. He was too lazy, however, to take it to the surface with him, so he left it for his friend, writing on it in chalk:—

"Take my shovel up, Mike. I've forgotten it!"

But friend Michael knew Pat of old, and refused to be caught by such an old trick. So he rubbed the message off, and substituted one of his own:—

"Take it up yourself. I've never seen it!"

• •

Preparedness

"Miss Alice ain't home," said the colored maid to a caller who had asked for the young lady soon to be married. "She's gwine down to de class."

"What class?" asked the caller.

"Miss Alice is gwine to be married and she's taking lessons in domestic silence."

• •

Corrected

A fourth-grade boy was reading his weekly composition in English class for the criticism of his classmates. One of the sentences he read was: "Edgar did not hit airy one of the birds."

When he sat down, the teacher asked for remarks about the composition.

William jumped to his feet and exclaimed: "He said airy when he ought to said nairy."—Indianapolis News.

• •

Pride

They were on a farmhouse holiday, and after the first night Smith rose early and in a very bad temper.

"I've had practically no sleep," he complained to his wife. "Those beastly roosters have been crowing out there in the barn ever since dawn. Heaven knows why!"

"Well, darling," murmured his wife, sweetly, "once, when you got up early, you crowed about it for at least a week."

• •

Understudy

"Say, Bob," asked an acquaintance, "why did the foreman sack you yesterday?"

"Well," was the reply, "a foreman is one who stands around and watches his men work."

"I know; but what's that got to do with it?"

"Why, he got jealous of me. People thought I was the foreman."

The Minneapolis Program

Here, then, is the program which President Milton C. Potter has prepared for the Department of Superintendance as its members foregather in Minneapolis for their annual conclave. The dates are February 25 to March 2. It won't be the biggest meeting ever held under the department's auspices. But it may be one of the most valuable for those who attend.

The theme of the convention will be: "New Frontiers for America's Schools."

Following are the high lights:—

Monday, February 27, 8.45 A. M.

The Relation of the Present Economic Crisis to the Future of Democracy—Harley D. Lutz, professor of Industrial Finance, Princeton University.

The Imminence of Social Change, the Impact of Technology on a Price System of Production — Howard Scott, consultant engineer, directing Energy Survey of America, and director of Technocracy, New York City.

The Implication of the New Social Frontiers for Education—Jesse H. Newlon, professor of Education, and director of Lincoln School, Teachers College, Columbia University.

Education for a Changing World—Glenn Frank, president, University of Wisconsin, Madison.

Monday, February 27, 2.00 P. M.

General Session, A

Presiding—Edwin C. Broome, vice-president, Department of Superintendence.

The Need for a Modernized Teaching Philosophy—F. L. Redefer, executive secretary, Progressive Education Association, Washington, D.C.

Modern Theories of Education and Practical Considerations—William C. Bagley, Teachers College, Columbia University.

Our Educational Frontier—Boyd H. Bode, chairman of the Department of Principles of Education, Ohio State University.

Major Issues with Reference to Proposed Reforms—Frank N. Freeman, professor of Education, University of Chicago.

General Session, B

Presiding—Joseph Rosier, president, National Education Association.

Redirection of Teacher Education toward New Frontiers—H. A. Brown, president, Illinois State Normal School, Normal, Illinois, and president, American Association of Teachers Colleges.

Our Public-School Crisis and Teacher Training—Paul Stetson, superintendent of schools, Indianapolis.

Necessary Differences in Teacher Specifications for the Old and New Frontiers—Fred M. Hunter, chancellor, University of Denver.

How the University School of Education Views the Teacher Problem—Paul C. Packer, dean, College of Education, University of Iowa, and president, National Society of College Teachers of Education.

Monday, February 27, 7.45 P. M.

Educational Frontiers of the New World—Harry Charlesworth, general secretary, British Columbia Teachers' Association, and vice-president, World Federation of Education Associations, Vancouver, B.C.

New Educational Problems of the Antipodes—R. S. Wallace, vice-chancellor of Sydney University, Sydney, Australia.

Representative Governments Face the New Frontier—David Lawrence, newspaper correspondent, and editor, *The United States Daily*, Washington, D.C.

Tuesday, February 28, 8.45 A. M.

Presentation of the Yearbook on Educational Leadership—A. J. Stoddard, superintendent of schools, Providence, R. I., and chairman, 1933 Yearbook Commission.

Appraisal of the Yearbook—Herbert S. Weet, superintendent, Rochester, N.Y.

Professional Leadership in Education—William John Cooper, United States Commissioner of Education, Washington, D.C.

Tuesday, February 28, 2.00 P. M.

Discussion Groups

Tuesday, February 28, 7.45 P. M.

Educational Economies and Frontier Needs—George D. Strayer, professor of Educational Administration, Teachers College, Columbia University.

Capitalizing the Frontier Crises—Edward C. Elliott, president, Purdue University.

Wednesday, March 1, 8.45 A. M.

Joint Meeting with the American Educational Research Association.

The Improvement of Instructional Materials for the New Frontier.

The Scientific Development and Evaluation of Textbook Materials—B. R. Buckingham, Harvard University.

Current Issues Relating to the Curriculum and Instructional Materials—A. L. Threlkeld, superintendent, Denver.

Freedom from Red Tape and Statistics—A Frontier Blessing—Ernest C. Hartwell, superintendent, Buffalo.

The Scientific Development and Evaluation of the Curriculum—Charles H. Judd, dean, School of Education, University of Chicago.

Wednesday, March 1, 2.00 P. M.

Discussion Groups.

Wednesday, March 1, 8.00 P. M.

Presiding—Florence Hale, vice-president, National Education Association.

Concert—Minneapolis Symphony Orchestra.

Thursday, March 2, 8.45 A. M.

New Educational Frontiers beyond the Common Schools

Secondary Area—Thomas H. Briggs, professor of Education, Teachers College, Columbia University.

Beyond Secondary Education, What?—George Carrothers, inspector of high schools, University of Michigan, Ann Arbor.

University Area—Robert M. Hutchins, president, University of Chicago.

Thursday, March 2, 1.45 P. M.

The New Frontiers of Extension Education

Dangers in the New Leisure Area—Dorothy Enderis, director, Extension Department, Milwaukee Public Schools.

Interprofessional Frontiers — Dr. Charles Mayo, Rochester, Minnesota.

New Problems in Adult Education—Ray Fife, state supervisor of Agricultural Education, Columbus.

The Importance of Extension Education in Maintaining an Educated Citizenry—William J. Bogan, superintendent, Chicago.